

Girl Scout Silver Award Rubric

When you decide to earn the Girl Scout Silver Award, you are on your honor to complete the Silver Award steps accordingly. This rubric can be used as a tool to ensure your project aligns with what is expected of a Girl Scout Silver Award project. This rubric lists criteria and provides examples through descriptive levels of performance quality on the criteria. We encourage you to use this rubric to measure against as you develop, carry out, and evaluate your own Girl Scout Silver Award project.

STEPS	Does Not Meet Requirements (Needs Improvement)		Meets Requirements		Exceeds Requirements	
	Definition	Example	Definition	Example	Definition	Example
Step 1: Go on a Girl Scout Journey						
Complete one Girl Scout Cadette Journey	Girls don't complete all awards in the Journey.	Girls only earn one Journey award, or do not complete the Take Action project associated with the Journey.	Girls complete all of the awards in one Journey including the Take Action project.	N/A	Girls complete all of the awards in two or more Journeys.	N/A
Step 2: Identify Issues You Care About						
Girls think about issues that they personally care about.	Girls think about one or fewer issues that matter to them.	Troop co-leaders tell girls what their project will be without any girl input.	Girls think about two to three issues that they care about. They consider why those issues are important to them. They think about how those issues affect their community. They focus on issues and communities outside of Girl Scouting.	Girls use the Issues Chart found in the Silver Award Girl Guide and fully fill out two to three rows , stating what concerns them, why it is important, and how the issue affects the community.	Girls think about four or more issues that they care about. They consider why those issues are important to them. And they think about how those issues affect their community. Girls share their concerns with others.	Girls use the Issues Chart found in the <i>Silver Award Girl Guide</i> and fully fill out four or more rows , stating issues that concern them, why it is important, and how the issue affects the community.
Step 3: Build Your Girl Scout Silver Award Team						
Girls can work with a small team of two to four girls (but no more) or girls can work individually. (Girls working independently can skip to Step 4.)	Five or more girls are working on the same Silver Award project.	There are six girls in the troop and everyone wants to work together on the same project rather than splitting up to work on two distinct separate projects.	Girls work individually or one girl teams up with no more than three other girls. If there are more than four girls in the troop, the troop breaks up into smaller groups to work multiple distinct Silver Award projects.	There are twelve girls in a troop. The girls divide into smaller groups so that: four girls are working together on a project about animal cruelty; four girls are working on a project about homelessness; three girls are working on a project that addresses crosswalk safety; and one girl is working on a project about fire prevention.	N/A	N/A

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Step 3: Build Your Girl Scout Silver Award Team <i>(continued from previous page)</i>						
When working in teams, all members are committed to working collaboratively with each other on the project.	Girls are not considerate and respectful of their fellow teammates. Girls do not cooperate well with others. Girls handle disagreements in unhealthy ways.	Girls spend entire meeting arguing over what issue to address for their project. Girls do not listen openly to other team members who share issues they are passionate about.	Girls respect different points of view and ways of work. Everyone contributes to the project with each girl contributing unique action points. Girls accept constructive suggestions. Girls work together to create and develop a plan. Girls resolve conflicts in a healthy way.	Girls listen to each other's ideas and give helpful feedback or enhance what other's have shared. When girls don't agree they discuss in a way that is considerate of others.	Girls spend time discussing what makes a great team and how they would like to work together. Because of that, girls respect different points of view and ways of work. Everyone contributes to the project. Girls accept constructive suggestions. Girls work together to create and develop a plan. Girls resolve conflicts in a healthy way.	Girls brainstorm and develop team rules for working together and write them on posterboard displayed at every meeting. Girls listen to each other's ideas, give helpful feedback or enhance what other's have shared. When girls don't agree they discuss in a way that is considerate of others.
Step 4: Explore Your Community						
Girls explore the needs in their community.	Girls visit one or fewer places in their community to observe potential needs.	Co-leaders suggest a community need without any girl input. Or, girls only identify community needs in their school setting and don't explore beyond their school to determine other needs in the community.	Girls visit two to three places in their community to observe potential needs. Girls think about how they can create positive change in their community.	Girls observe needs in their school, at a community nursing home, and at a church.	Girls visit four or more places in their community to observe potential needs.	Girls explore needs of a community park, food bank, animal shelter, and hospital.
While exploring their community, girls make observations while speaking to people that can help them identify community needs.	Girls speak to one or fewer members from the community about existing community issues.	Girls only speak to their co-leaders about community needs or co-leaders suggest a community need without any girl engagement. Girls speak to one staff member at their local assisted living center about the needs of the facility and don't speak to anyone else.	Girls make observations about specific needs in their community after speaking with two to three members from varying sectors of the community (in addition to their co-leaders) about existing community issues. Girls track what they have learned using a chart or Community Map.	Girls make observations at their school after speaking with the principal; they make more observations walking through their neighborhood and speaking to local residents; and they visit their local place of worship and talk with a volunteer.	Girls make observations about specific needs in their community after speaking to four or more members from varying sectors of the community (in addition to their co-leaders) about existing community issues. Girls track what they have learned using a chart or Community Map.	Girls make observations at their school after speaking with the principal; they make more observations walking through their neighborhood and speaking to local residents; they visit their local place of worship and talk with a volunteer; and they visit with residents at a local assisted living center.

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Step 5: Choose Your Girl Scout Silver Award Project						
Girls choose their Silver Award project based on what they have learned while exploring their community.	Project is not based on what they have learned about their community.	Girls pick a project they have seen someone do on TV.	Project is based on the needs of their community which girls learned while exploring.	Girls notice a lot of trash in their park; they work with community leaders to add more garbage cans.	N/A	N/A
Silver Award project makes an impact on a community need outside of Girl Scouting.	The project either makes no impact or just impacts Girl Scouts.	Girls create a permanent cookie booth for future Girl Scouts to sell cookies at a park.	The project positively impacts a group of 20-50 people .	Girls add a recycling program to their school. They teach one younger class why it is important to keep recycling.	The project has a positive impact on more than 50 people in the community.	Girls work with lawmakers to get a stoplight installed at a busy and dangerous intersection.
Girls have defined what their project is, why it matters, and who it will help.	No definition of the project, why it matters, and/or who it will help.	When girls describe creating a dog park, they do not show why this is important or who it impacts.	Girls thoroughly describe the project, list why it matters, and show who it helps.	Girls describe making dental gift bags, adding toothbrushing time after lunch, and creating an annual dental day at their school. They write that this will improve dental health in their school and it can impact every member of their school community.	Girls explain three to five specific root causes of the issue; provide detailed actions that work to eliminate the issue; involve multiple audiences with the resolutions.	Girls create an outline to address lack of respect for physical spaces in their school. Points that are addressed are playground equipment, cafeteria, locker rooms, library, gym, and school hallways. They involve student council, teachers, custodial staff, the PTO, and student body through message boards, skits, school assemblies, and rewards for class participation.

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Step 6: Develop Your Project						
Girls make a plan that is measurable and sustainable that will impact the neighborhood or local community.	The plan cannot be measured or sustained.	Girls help at a food bank for one day, no plan is created.	The plan is sustainable and measurable. It will impact the neighborhood or local community.	Teaching others face painting skills. Presenting face painting day at a children’s hospital or center and making a booklet of how to plan for this type of event that the facility will use. Project is measured by number of children that get their faces painted.	N/A	N/A
The Budget Sheet from the <i>Silver Award Girl Guide</i> is used to estimate income and expenses (when applicable).	The Budget Sheet was not used or used very little.	Girls begin Silver Award project with no plan for how much things will cost.	The Budget Sheet is used to estimate income and expenses. All additional money-earning follows GSWISE guidelines.	Girls plan how much supplies and equipment will cost for their project and say they will use income from Girl Scout Cookie and Fall Product programs to cover it.	The Budget Sheet was used to estimate income and expenses. Girls added potential donations that they would ask for. All additional money-earning activities follow GSWISE guidelines. Receipts are saved. All grant monies are tracked and accounted for.	Girls price out all of the items for their project. Girls plan to use income from Girl Scout Cookie and Fall Product programs to cover costs. Girls add that they will ask store for a supply donation to reduce costs.
Step 7: Make a Plan and Put it Into Motion						
The Planning Chart from the <i>Silver Award Girl Guide</i> is filled out with what needs to be done, who will be doing which tasks, and when the tasks need to be completed.	The Planning Chart is either not filled out, less than half of the project is listed on the chart, or rows have empty boxes/incomplete information.	The Planning Chart was not used to designate tasks for girls to complete.	The Planning Chart is utilized. Five to seven rows are completed with all necessary information, including tasks, how tasks will be done, time, who is responsible, and what date the task should be completed.	Girls write down all the tasks they need to complete for their project filling at least six rows. All columns are filled in, including how, time, completion date, and who is responsible.	The Planning Chart is utilized. Eight or more rows are completed with all necessary information, including task, how tasks will be done, time, who is responsible, and what date the task should be completed.	The planning chart is used to describe all 21 tasks needed to create an after school reading program and how they will be done. Each girl is given tasks and dates when they should be completed.
Submit a <i>Girl Scout Silver Award Project Proposal</i> to the council (one proposal per project) at least two weeks before the project begins.	Someone other than the girl(s) writes the proposal.	A troop co-leader writes the report or the report is not complete.	A girl or group of girls write the proposal and submit it at least two weeks before they begin work on their project.	Each member adds her unique contributions to the proposal that is submitted to the council.	A girl or group of girls write the proposal and there are minimal errors in spelling and grammar. It is submitted at least two weeks before they begin work on their project.	Each member adds her unique contributions to the proposal that is submitted to the council. Proposal is so detailed that the council fully understands what the girls intend to do for their project without any questions.

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Step 7: Make a Plan and Put it Into Motion <i>(continued from previous page)</i>						
A record of the Silver Award project is kept through photos, videos, scrapbooks, etc.	No photos, videos, etc. were kept through the process.	During the making of park benches, no one took any pictures to use to showcase their project.	One to two different records of the project were kept (i.e. photos, video, scrapbooks, presentations, etc.)	Girls complete their project and create a scrapbook and a PowerPoint presentation. They present the PowerPoint to their class. Photos are attached when girls complete the <i>Silver Award Final Report</i> .	Three or more different records of the project were kept (i.e. photos, video, scrapbooks, presentations, etc.)	Girls take video and pictures. They create and share a pamphlet at all of their Girl Scout cookie booths spreading awareness about their project and cause. Photos are attached when girls complete the <i>Silver Award Final Report</i> .
Ensure that all activities that are part of the Silver Award project follow the rules listed in <i>Volunteer Essentials</i> and <i>Safety Activity Checkpoints</i> (available at gswise.org).	Girls do not consult <i>Volunteer Essentials</i> or <i>Safety Activity Checkpoints</i> for one of the Silver Award project activities.	The group holds an outdoor activity as a part of their Silver Award project but they do not ensure that a certified first aider is present. One of the rules listed in <i>Safety Activity Checkpoints</i> is broken.	Girls ensure that the rules listed in <i>Volunteer Essentials</i> and <i>Safety Activity Checkpoints</i> are followed before they hold a Silver Award project activity.	After reviewing <i>Volunteer Essentials</i> and <i>Safety Activity Checkpoints</i> , the group makes sure to have a first aider present at their outdoor event because <i>Safety Activity Checkpoints</i> lists it as a requirement.	N/A	N/A
Step 8: Reflect, Share Your Story, and Celebrate						
Girls complete one <i>Girl Scout Silver Award Final Report</i> (available at gswise.org) in their own words.	Someone other than the girl(s) writes the report. If a group project, the group submitted the report together.	A troop co-leader writes the report or the report is not complete.	The girl(s) writes the report in her own words. If a group project, the group submitted the reports separately and in their own words. Reports are in complete sentences. Report has been revised and has limited errors. Report includes specific measurements of effectiveness (see Step 6).	Reports are handed in from each of the girls who were a part of the Silver Award project and are clearly written in their own words. Girls attach photos when submitting.	The girl(s) writes the report in her own words. If a group project, the group submitted the reports separately and in their own words. Reports are in complete sentences. Reports have no errors in grammar or spelling. Pictures, examples of handouts, or training materials are included when submitting.	Reports are handed in from each of the girls who were a part of the Silver Award project and are clearly in their own words. Reports have been edited and are free of errors. Pictures and a PowerPoint presentation are included when submitting.
The <i>Girl Scout Silver Award Final Report</i> must be completed and turned in by September 30, after girls complete 8th grade or before they bridge to Girl Scout Seniors, whichever comes first.	The <i>Girl Scout Silver Award Final Report</i> is turned in after September 30 during the girls 9th grade year.	N/A	The <i>Girl Scout Silver Award Final Report</i> is turned in on or before September 30 of the year girls complete 8th grade.	N/A	N/A	N/A